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Juno Awards are an opportunity to promote music education in Manitoba: A Message from the Minister

In December 2003, the Canadian Academy of Recording Arts and Sciences (CARAS) announced that Winnipeg has been chosen to host the 2005 edition of the Canadian music industry's most important awards ceremony, the Juno Awards. This event, which will be taking place April 1–3, 2005, offers an exciting opportunity for the city and the entire province to showcase their arts and culture, and their strong musical tradition.

As Minister of Manitoba Education, Citizenship and Youth, I welcome the opportunity this occasion presents to promote the musical talent of our teachers and our students. I am therefore pleased to once again proclaim April 2005 as "Celebrating Music in Manitoba Schools Month."

The music of Manitoba conveys stories close to home and stories from afar, and thus highlights the strength that lies in the diversity of our communities. It has been said that music is the soundtrack of our lives. Music surrounds our daily activities, marks our path from infancy to adulthood, and contributes to our lives on personal, social, and creative levels.

Music is also at the heart of many of our cultural events. In addition to enhancing the quality of Manitobans' lives, music contributes to the economic development and influence of our city and province. Festivals and concerts—and ceremonies such as the Juno Awards—draw both performers and audiences who enjoy our province's varied attractions.

The Juno Awards ceremony provides the venue to showcase the accomplishments of talented Canadian musicians, who, in many instances, pursued their careers as a result of the instruction and encouragement they received from their teachers in school music programs. Countless other Canadians—although they may never share the national spotlight and be publicly acclaimed—can also trace their love of music to their school experiences.

During April 2004, many schools across the province participated in Manitoba School Music Month. Judging from the events calendar that highlighted the performances of bands, orchestras, and choral groups, as well as the music video and audio recordings I received, this event generated an enthusiastic response. In preparation for the 2005 celebration, my Department invited music educators to collaborate in planning activities for both the Juno ceremonies and Celebrating Music in Manitoba Schools Month. I thank them for their efforts, and look forward to interesting weeks ahead, as we promote the music that plays a dominant role in our lives.

Various activities will be highlighted to mark Celebrating Music in Manitoba Schools Month. To find out more, visit the Department's website at <www.edu.gov.mb.ca/ks4/cur/arts/>.

Please join me in celebrating music throughout the month of April!

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth

Inside

Progress on the Manitoba K-S4 Agenda for Student Success 2
Homeostasis and Wellness: The New Biology 30S Curriculum 3
Skills Work 4
Learning Resources Reviews Help Manitoba Teachers 4
Computer Science Implementation for 2005-2006 5
Overview of the Bureau de l'éducation française: 1974-2004 5
Teaching and Learning How to Live Sustainably 6
Sustainability Guidelines 6
Post-Secondary Education—Achieving Your Dream 7
New Bibliography Lists Current Aboriginal Resources 7
Adventures in Japan 8

Progress on the Manitoba K-S4 Agenda for Student Success

The Manitoba Kindergarten to Senior 4 Agenda for Student Success includes six priorities. This issue highlights Priority 6 and updates other items of interest.

Priority 6: "Linking Policy and Practice to Research and Evidence"

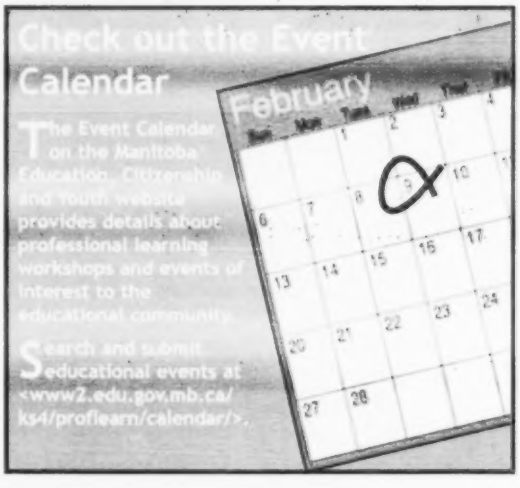
Information gathered from student performance and research findings should inform the decisions made in schools. When the K-S4 Agenda was first written in 2002, there were four activities under Priority 6 and three more that were designated as "overall actions." All seven are now included under Priority 6.

1. **Link the Department website to national and international resources.** The Instructional Resources Unit (IRU) maintains a list of relevant research links on the K-S4 website. The Aboriginal Education Directorate plans to develop an Aboriginal Research web page and link it to the K-S4 Agenda.
2. **Support research partnerships in the province.** The Department helped develop the Manitoba Education Research Network (MERN), which links faculties of education, the field, and the Department around research interests. Several research projects and the launch of a MERN website <www.mern.ca> have resulted.
3. **Assist schools with research and evaluation practices and information.** The Department held research forums on numeracy and early childhood development, and supported the Manitoba Association of School Superintendents (MASS) conference on Aboriginal issues in education. Staff developed an evaluation guide for schools participating in research projects on class size and composition.
4. **Improve evaluation of policies and practice.** The personalized rubrics pilot project and the Speech and Language and Psychology Outcomes projects that fall under Action 1.2 will enhance evaluation in special needs areas. The Planning in Education activities in Priority 3 will enhance school and school division self-evaluation through reflective planning and reporting to their communities.
5. **Distribute information on promising practices.** This *Education Manitoba* newsletter is a new medium for disseminating information. IRU prepares and distributes bibliographies on pertinent topics.
6. **Share information about successful practices in Manitoba and elsewhere.** Successful Manitoba practitioners are recruited to provide professional learning, and successful practices are used as models in publications. The Department links to research and researchers elsewhere. MERN has organized research forums on each of the K-S4 Agenda priorities and delivers periodic regional workshops on areas of interest.
7. **Support networking around the six priorities.** The Department recognizes a key Manitoba advantage: Manitobans willingly and freely collaborate. The MERN website is such an example. Other examples include the various pilot projects in which school divisions engage and the support materials that are developed with educational partners.

Other Highlights

- Peter Bjornson, Minister of Education, Citizenship and Youth, led province-wide consultation sessions concerning the K-S4 Agenda last fall. They identified further activities that should be considered for the K-S4 Agenda.
- A status document to complement the consultations was posted on the Agenda website (*Taking Stock: Reviewing the Progress of the Kindergarten to Senior 4 Agenda for Student Success*).
- Consultations concerning Bill 13 regulations (appropriate educational programming), the English as a Second Language and ethno-cultural diversity implementation plans, and the provincial assessment program are occurring during 2004/05.
- The Department, along with Manitoba Advanced Education and Training, released an Aboriginal Education Action Plan. (See the website at <www.edu.gov.mb.ca/abedu/action_plan/index.html>.)

Links to Agenda documents and further information are available on the Agenda website at <www.edu.gov.mb.ca/ks4/agenda>.



Homeostasis and Wellness: The New Biology 30S Curriculum

The focus of the new Biology 30S course can be summed up in two words: Homeostasis and Wellness. This focus came about through the efforts of the development team to answer the question "What do kids really need to know about their bodies?"

This focus on personal wellness promotes a greater understanding of personal health and healthy decision making, and does so from a science perspective. Critical science content is addressed through an investigation of homeostasis—how, at any given time, our body is working to maintain its internal environment in a stable state. This constant struggle to maintain body temperature, blood pressure, waste concentrations, and other conditions within normal levels involves body systems individually, but also involves complex interactions among the systems.

The course also examines the various ways in which everything from everyday eating habits to medical disorders and aging disrupts homeostasis and has an impact on personal wellness. The course provides an opportunity to explore modern medical technologies and treatments, along with their corresponding ethical dilemmas.

The Foundation for Implementation document provides guidance on how to

utilize a wellness portfolio throughout the course, allowing students to gather a variety of information, carry out personal reflections on their own level of wellness, and set personal goals. Assessment for learning is an important thread throughout the document, with many assessment suggestions provided to help teachers gather information about what students know and are able to do at particular points, in order to help guide instruction rather than to provide a grade. The document also emphasizes developing criteria for quality work with students so that they are clear as to what is expected of them.

Links to familiar resources are maintained, along with references to new resources. *The Dreaded Red* is an example of an engaging new resource developed by the National Microbiology Lab that involves students in a simulation based on the spread of an infectious disease.

While much of the content of the course will be familiar to teachers who have already taught from the Transitional curriculum, the Homeostasis and Wellness themes provide clear direction on the "big picture" or essential understandings students are expected to acquire from the course. Draft units are posted on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/ks4/cur/science/index.html>, and the curriculum document will be released to schools in the spring. A review of Senior 3 and Senior 4 Biology learning resources was conducted in November 2004. From this review, an annotated bibliography was compiled and posted online at <www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>.

Quotes from Teachers:

I really like the blend of pure and applied science. Take a concept like carbohydrate metabolism—students learn why choosing certain carbohydrates (high-glycemic) can quickly lead to high blood sugar levels, causing the body to respond with a negative feedback mechanism involving insulin. A lifetime of poor carbohydrate choices can lead to diseases like adult-onset diabetes. Students are then challenged to make the right dietary choices.

Lynda Matchullis, Nellie McClung Collegiate

I am enjoying teaching it (the new Bio30S). It is similar enough to the old course that I can still make use of many of the resources I have accumulated over the years, but the new Wellness direction forces me to look at what I teach in a new perspective.

Mark Turnbull, Gilliam School

Skills Work

Skills Canada Manitoba is a member of a national, non-profit organization that aims to educate students, teachers, and parents about future career possibilities in the skilled trades and technology sectors.

According to *Knowledge Matters – Canada's Innovation Strategy*, published in 2002 by Human Resources Skills Development Canada, "Skilled tradespeople are in great demand and Canada is not training sufficient numbers of people to meet this demand. This shortage could significantly limit our economic growth in the future." In a recent Conference Board of Canada survey, 83 percent of respondents indicated that they were experiencing a shortage of skilled workers.

How do we let students know about the world of career possibilities that exists for them? One way is to take advantage of the programs offered by Skills Canada Manitoba.

These include: Skilled Trades and Technology Showcase (February 7–11th): This one-day program for Grade 8 males introduces them to a variety of occupations by participating in hands-on projects in a variety of career-related activities. A behind-the-scenes tour is arranged with trade and technology industries.

Young Women's Conference (April 14th): This is a one-day symposium for Grade 8 females to explore trade and technology careers. Female mentors from six industry sectors conduct simulated manufacturing exercises, network with students, and help them practise their communication skills. In the afternoon, all participants tour the Skills Canada Manitoba competition site.

Skills Competitions (April 14th): Over 400 high school, post-secondary, and apprentice students compete in 42 skilled trades and technology contests. The gold medalists from Team Manitoba compete against their peers from across Canada in a nation-wide competition.

Our programs are expanding and so is the level of participation. If you are interested in getting your students involved in any of our events, or if you would like to participate in one of these programs, please contact Skills Canada Manitoba at 204-927-0250 or visit our website at <www.skillscanada.mb.ca>.

Learning Resources Reviews Help Manitoba Teachers

Do you know where to find new learning resources to match new Manitoba curricula? Do you know how resources become recommended and where to buy them?

Manitoba Education, Citizenship and Youth invites publishers to submit learning resources in various subject areas, and organizes these resources for reviews. Teachers evaluate the resources and make recommendations about titles that are suitable for Manitoba classrooms. In reviews, each resource is evaluated to ensure it meets four major selection criteria:

- It addresses the curriculum.
- It meets instructional goals and learner outcomes.
- It is well-designed and appealing.
- It presents content respectfully, avoiding stereotyping and bias.

Teachers write informative annotations of the recommended learning resources to help other teachers make purchasing decisions. Annotations cover the extent of the resource's curriculum fit, whether the resource includes material that is extraneous to the curriculum, and whether the resource is appropriate to the recommended grade level. Annotations also include cautionary notes, suggested uses for the particular grade level, and other information as required. After the review, the titles are organized into the subject-specific annotated bibliography. The Manitoba Text Book Bureau then stocks the titles so they are available for schools to purchase.

Teachers who have participated in reviewing learning resources have made some of the following comments when asked about their experience:

I appreciated...

The great opportunity to review materials for my own program. It was good to work with someone else in the same field. "Two heads are better than one."

Meeting with colleagues and discussing their programs. Reviewing resources without spending money. Having colleagues to share/discuss ideas with. The opportunity to take part. Good cross-section of expertise.

The experience of performing this task. Networking with other teachers. Being able to see what resources are available. The opportunity to add my input in this review.

The knowledge gained on how to evaluate learning resources; certainly an extensive method in evaluating the text.

Annotated subject bibliographies of Manitoba-recommended resources for English Language Arts, International/Heritage Languages, Mathematics, Physical Education/Health Education, Science, Social Studies, and Technology Education are available online at <www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>. Recommended learning resources are available for loan to Manitoba educators from the Department library.

For more information, contact

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Computer Science Implementation for 2005-2006

Senior 2 (20S), Senior 3 (30S), and *Senior 4 (40S) Computer Science: Manitoba Curriculum Framework of Outcomes* was released by Manitoba Education, Citizenship and Youth in May 2004. Computer science is the study of programming, problem solving, and project management. These skills apply to a broad range of activities, studies, and work situations that students encounter. Computer science courses may lead to post-secondary studies in computer science or other related disciplines.

The new computer science framework was developed by a team of Manitoba teachers. The development process included consultation with representatives of Manitoba's computer programming industry as well as post-secondary institutions. The strongest message from the industry was that almost all programming is done by teams of programmers. Therefore, students need opportunities to develop interpersonal communication skills for working in teams.

Computer science courses are optional at Senior 2, 3, and 4. Implementation of the new framework is expected at Senior 2 and Senior 3 for 2005–2006 and at Senior 4 for 2006–2007. While some schools are already using the new framework, others have chosen to use 2004–2005 as a transition year, continuing to teach from the previous curriculum and a variety of other resources. Schools are expected to use the new framework to replace the former Computer Science 20S, Computer Science 30S, and all existing school-initiated courses (SICs) in computer science.

Independent study and web-based courses matching the new framework are available for Computer Science 20S and 30S. The Computer Science 40S course is currently in development. Please contact Debra Parker at deparker@gov.mb.ca or toll-free at 1-866-706-5832 to learn more about requesting web-based courses for your schools, or call 1-800-465-9915 to register students in or to purchase copies of independent study courses.

A separate framework is in development for other computer applications courses, including creating multimedia and documents using word processors, spreadsheets, databases, and other software programs.

An online version is available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/ks4/cur/cs/index.html>. Print copies may also be ordered from the Manitoba Text Book Bureau <www.mtbb.mb.ca>.

If you have questions or comments about the computer science framework, please contact

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Overview of the Bureau de l'éducation française: 1974-2004

The Bureau de l'éducation française (BEF), a division of Manitoba Education, Citizenship and Youth, is celebrating its 30th anniversary in 2004–2005. Over the years, many events have helped shape the BEF division.

1970: Legislature unanimously adopted amendments to Section 258 of the Public Schools Act (PSA), which made English and French equally official languages of education in Manitoba

1972–1973: French-language Curriculum Unit, under the direction of Arthur Corriveau

June 1973: Submission of the Tremblay Report: recommendations for implementation of the amendments to PSA

September 1973: Meeting held at the Legislative Building:

- Government officials: Premier Edward Schreyer, Laurent Desjardins, Ben Hanuschak, and René Chartier
- Franco-Manitoban community officials: President and Vice-president of Société franco-manitobaine, Collège universitaire de Saint-Boniface, Advisory Committee on French language, Association of French language School Trustees, Educateurs franco-manitobains
- approval in principle of the Tremblay Report recommendations

February 1974: Agreement between the Province of Québec and Province of Manitoba to hire on a contract basis, Mr. Olivier Tremblay to implement the recommendations

April 10, 1974: Appointment of Olivier Tremblay as Coordinator of the BEF

August 1974: Action Plan 1974–1979 prepared by Olivier Tremblay

October 11, 1974: Treasury Board Submission for BEF 1974–1975 budget

October 28, 1974: Order-in-Council #MC33/74-6(a) approving the establishment of BEF

June 1976: Appointment of Raymond Hébert as Assistant Deputy Minister (ADM) of BEF

July 1979: Appointment of Ronald J. Duhamel as ADM of BEF

Spring 1982: BEF recognized as a Division of the Department

September 1982: Appointment of Guy L. Roy as ADM of BEF

December 1982: Integration of the Centre de ressources within BEF, known today as the Direction des ressources éducatives françaises (Library and Materials Production Branch)

1983: Release of *Policy on Basic French* (revised 1990)

May 1984: Release of *Policy on French as a First Language Program*

January 1994: Establishment of the Division scolaire franco-manitobaine

September 1996: Release of *Curriculum Policy for the French Immersion Program in Manitoba* (revised 1999)

2004: Release of *Basic French Guidelines: A Handbook for School Divisions/Districts*

May 2004: Appointment of Raymond Théberge as ADM of BEF

Teaching and Learning How to Live Sustainably

John Pritchard School (K-S1) in River East-Transcona School Division in Winnipeg has developed a sustainable development education program that connects youth to the world. The program, called "Student Ambassadors for Sustainable Development: Connecting to the World," fosters student dialogues to build relationships with other students around the world. These dialogues deal with critical issues and could potentially lead to meaningful improvements in the world.

An ASPnet (UNESCO project) committee of 14 John Pritchard School staff members developed and tested the program, which reflects the belief that if students begin a dialogue on important issues such as sustainable development with other students locally (Manitoba and Canada) and throughout the world, they will be better equipped to have a lifelong positive impact on our future. The program embeds skill development and interaction in three main areas: global citizenship, lifelong learning, and a bias towards positive action.

The program was formally launched in February 2004 at an Orientation Day involving 54 students from Grade 6 to Senior 1. Student "ambassadors" focused on Water Stewardship as the selected sustainable development issue. A booklet (*WaterLog*) was produced to reflect 15 weekly objectives and to guide student activities.

During the Orientation Day, students divided into groups and attended learning stations that focused on various aspects of water and sustainability. One of the activities involved students making a mural with the help of a muralist. As each student group arrived at the mural station, students developed mini-murals that incorporated concepts they learned at previous stations. The last student group to attend the mural station combined the concepts of all the mini-murals to develop the mural featured on this page.

John Pritchard School received funding support from Manitoba's Sustainable Development Innovation Fund (SDIF). The SDIF has been made available to numerous schools/educators to turn their sustainability visions into action. A listing of projects funded annually by the SDIF program is located on the Manitoba Government website at <www.gov.mb.ca/conservation/pollutionprevention/sdif/index.html>.

A review of SDIF reports shows that, within the K-S4 sector, SDIF has provided funds for many diverse sustainability-focused projects that foster learning at the classroom/school level. Projects range from youth working on schoolyard beautification and tree-planting projects to transformations of school curricula (course design and implementation) to changing institutional operations. Numerous other projects funded by the SDIF have schools, teachers, students, parents, and community members jointly carrying out sustainable-development-focused actions within the local community.

Sustainability Guidelines for Local Governments, School Divisions, Universities, Colleges and Regional Health Authorities Regulation

In January 2004, the "Sustainability Guidelines for Local Governments, School Divisions, Universities, Colleges and Regional Health Authorities Regulation" was approved by the Province of Manitoba.

The Guidelines are intended to promote sustainable development and are general in nature. They are a guide for local public sector organizations in making financial management and procurement decisions. Procurement decisions include the purchase, lease, rental, use, or disposal of goods, facilities, and services, including the acquisition of goods and services by construction, renovation, or otherwise.

Financial management decisions should consider environmental, economic, health, and social factors. When making procurement decisions, an organization should consider the impact of the potential product or service on the environment and the economy, in addition to protecting human health and social well-being, conserving energy, promoting pollution prevention, waste reduction, and diversion. The Guidelines are to be applied with common sense and discretion to ensure the overall goal of sustainable development is achieved.

Sustainable development is a decision-making process that requires simultaneous consideration of social, environmental, and economic factors. With sustainable development as a guiding precept, one considers the positive and negative impacts of any decision on human health and well-being, the environment, and the economy. It is the notion that people should strive to develop the economy in a manner that does not damage the integrity of ecosystems and social well-being.

For more information about education for sustainability in Manitoba schools, The SDIF, or the Sustainability Guidelines Regulation, please contact

Dr. Christina McDonald
Sustainable Development Coordinator
Telephone: 1-800-282-8069
Email: chmcdonald@gov.mb.ca

Post-Secondary Education—Achieving Your Dream

Are you an educator currently working with youth whose aspirations include accessing post-secondary education? Is one of the barriers they face financial? Do you have contacts in the business community? If your answer is yes to all three questions, you may be interested to know that MB4Youth and Student Aid support a program that can help young people in their transition to post-secondary education.

Youth Transition: From Work to Post-Secondary Education is an initiative of the Government-Wide ADM Committee on Youth. This innovative program helps recent Senior 4 graduates between the ages of 16 and 21 who want to pursue post-secondary education but lack the financial means to realize their goal. The program offers meaningful paid employment, mentorship support, informative presentations, and a $3000 bursary.

MB4Youth recruits candidates and coordinates the interviews. The candidates are recruited from high schools in Winnipeg and rural communities where the jobs are located. The jobs last from 10 to 14 months, occurring between July and the end of August the following year. Private sector employers who participate in the program qualify for a wage subsidy. Successful candidates are matched with a mentor in the workplace to assist them in their transition into the world of work and to help keep them focused on their goal of pursuing post-secondary education.

MB4Youth coordinates monthly presentations and tours to help prepare the graduates for work and post-secondary education. Some of the topics are workplace expectations, money management, and workplace safety and health. The graduates participate in guided tours of post-secondary institutions and receive information related to their post-secondary goals.

Once the graduates successfully complete their terms of employment and enroll in post-secondary education, Student Aid awards them a $3000 bursary to be used towards their tuition, books, and related costs. There are 25 bursaries available annually.

If you know of a business or student who would be interested in Youth Transition, we want to hear from you.

For more information, contact

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MB4Youth
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New Bibliography Lists Current Aboriginal Resources

The Instructional Resources Unit (IRU) is pleased to announce the release of a new bibliography entitled *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit and Metis: 2004 Supplement*.

This bibliography is designed to assist educators in the selection and use of Aboriginal materials. It includes the most current print and audiovisual resources that are available for loan from the library. An electronic version of this document, as well as the previous 2000 edition of this publication, are available on IRU's website at <www.edu.gov.mb.ca/ks4/iru/publications/aboriginal/ae-index.html>.

If you have any questions regarding the resources listed in the bibliography, please contact IRU at 204-945-7830 or via email at iruref@gov.mb.ca.

Adventures in Japan

By Signe Badger
Deaf and Hard of Hearing Consultant, Manitoba Education, Citizenship and Youth

In April 2004, Toyohashi School for the Deaf (TSD) invited two Manitoba School for the Deaf (MSD) students and a staff member to travel to Japan as part of our exchange program. The two students, Dana Zimmer and Bryan Remillard, and I were chosen to represent MSD. Both students had hosted Deaf Japanese students in their homes in previous years and were thrilled to go to Japan.

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We arrived in Japan this spring during the famous "cherry blossom" season when the sakura trees are in full bloom. Using a Japanese-style bathroom rather than a Western-style one at the airport was the first major cultural difference we noticed. Then it was shoes off and slippers on at the door each time we went in and out of the gym, classroom, and school. Sometimes we had to remind ourselves at which door we had left our outdoor runners in order to leave school. Also, we soon became used to bowing our heads upon greeting people.

During our two weeks in Japan, we were fortunate to visit many famous historical sites. We toured Japan by the JR rail service and the Shinkansen or "Bullet" train, which travels at speeds of up to 300 kilometres per hour. You can see a lot of the country in two weeks by train.

In Toyohashi and Nagoya, the students presented to three different Deaf groups as well as a Japanese sign class with parents and community members. Everywhere we went, Dana and Bryan were the centre of attention and were asked many interesting questions about life and Deaf culture in Canada. In five days they learned enough Japanese sign language (JSL) to introduce themselves, ask questions, and comfortably carry on a conversation.

Even though we use two very different spoken and sign languages, the students quickly learned to communicate through finger spelling, gestures, and asking, "What is the ASL sign for?" Our students were soon using the same method to learn JSL signs.

The local newspaper and TV station came to interview us during the opening ceremonies in which we were involved at the beginning of their school year. We were guests at the Mayor's office in Toyohashi and met the Minister of Education. We explained our school system and answered many questions about Canada.

As a result of hosting and interacting with our Japanese friends, Dana, Bryan, and I were invited to travel to Japan to meet all of the students, families, and staff at TSD. Now all the Toyohashi high school students want to study ASL and English so they can travel to Canada as part of our exchange program and meet Deaf Canadian friends. As a teacher, it was the thrill of a lifetime to be able to see students sharing knowledge and wanting to learn about other people's language and culture. Both Dana and Bryan were excellent ambassadors for our school and country. I know they will always remember the opportunity that was given to them, as will I!

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The newsletter includes articles from the education community and from Manitoba Education, Citizenship and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

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Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at: <www.edu.gov.mb.ca/ks4/newsletter/>

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

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